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ABSTRACT

This 1996 annual report describes major initiatives and outcomes for students, programs, faculty and staff, and finances at Community College of Rhode Island (CCRI). Following a message from the President reviewing priorities for 1996, CCRI initiatives are described related to workforce development, including customized programs, a telecommunications partnership, curriculum development, and entrepreneurial training; technological development; transfer programs, including a list of articulation agreements with other institutions; grants and contracts; facility use; special events; and athletics. Data are then presented for the following areas: (1) CCRI programs of study; (2) student characteristics, including gender, age, ethnicity, and residency status, 1992-93 to 1996-97; (3) fall enrollment, 1976 to 1996; (4) responses to a survey of incoming students conducted in summer and fall 1995; (5) full-time and part-time student enrollment data, 1992-93 to 1996-97; (6) enrollment in off-campus credit and Center for Business and Industrial Training courses, fall 1994 to fall 1996; (7) a survey of the employment and educational status of 1995 graduates; (8) CCRI transfers enrolling in other Rhode Island educational institutions, 1991-95; (9) enrollment in non-credit courses, 1991-92 to 1995-96; (10) total headcount enrollments by program, 1992-93 to 1996-97; (11) degrees and certificates awarded by program, 1991-92 to 1995-96; (12) 1996 faculty characteristics, including degrees held, rank, and years of service; (13) 1996 staff characteristics; (14) tuition and fees, 1970-71 through 1996-97; (15) general education revenues and expenditures, 1979-80 to 1995-96; and (16) student financial aid awards by funding source, 1993-94 to 1995-96. (PAA)

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CCRI

ANNUAL REPORT
1996

U.S. DEPARTMENT OF EDUCATION
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COMMUNITY COLLEGE OF RHODE ISLAND

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This report was prepared by Nancy V. Abood, Assistant to the President; William LeBlanc, Director of Institutional Research and Planning; and Susanne M. Cabral, Information and Public Relations Specialist.

Design and Photographs by David Fischbach
January 1997

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Community College of Rhode Island

1996
ANNUAL
REPORT

Knight Campus
400 East Avenue
Warwick, RI 02886-1807
825-1000

Flanagan Campus
1762 Louisquisset Pike
Lincoln, RI 02865-4585
333-7000

Providence Campus
One Hilton Street
Providence, RI 02905-2304
455-6000

Satellite Campuses

East Providence High School
2000 Pawtucket Avenue
East Providence, RI 02914
434-0810

Newport Hospital
Friendship Street
Newport, RI 02840
847-9800

Middletown High School
Valley Road
Middletown, RI 02840
847-5943

Babcock School
Highland Avenue
Westerly, RI 02891
596-0104

PRESIDENT'S MESSAGE

Community colleges across the country have been in the spotlight during the last year, thanks largely to the efforts of President Clinton, who clearly recognizes the unique contribution that these institutions make in strengthening our nation as we move toward the 21st century. The President visited community college campuses on several occasions during the last election campaign and frequently mentioned community colleges in prepared speeches and remarks. In fact, when he visited Rhode Island last September, one of our students, Dawn Fayerweather, was asked to share the stage with the President and speak briefly about her experience in pursuing her educational goals.

"If you look at how our economy is structured, the critical thing is to make two years at a community college as universal an experience as graduation from high school is now. We need to put a 13th and 14th grade into the American psyche."

Taken from remarks made by President Clinton last summer at Central Piedmont Community College

Last November a front page article in the *Wall Street Journal* focused on how two-year colleges can impact the economy, highlighting North Carolina's determination to include community college job training as an integral part of the state's highly successful economic development initiative. North Carolina took this step because officials recognize that approximately 80 percent of the new jobs which will be created in the next decade will require education beyond high school, but only one-third will require a bachelor's degree. This is as true in Rhode Island as it is in other parts of the country, and the Community College of Rhode Island is taking the steps needed to meet the changing demands of the workplace.

During the past year, the CCRI administrative team has channeled its efforts into workforce development and three other priority areas highlighted in the College's 1996 Management Letter, a planning document submitted to the Rhode Island Board of Governors for Higher Education on an annual basis.

CCRI's 1996 priorities are:

- To expand the usage of available technology in order to improve services to students and prospective students and to manage the organization in the most productive manner.
- To assume an expanded and appropriate role in responding to the needs of the business community and strengthening the economy of the state.
- To move toward becoming a more student-centered organization.
- To position the college as an increasingly attractive first stop option for high school graduates pursuing a baccalaureate education.

We believe that we must become more flexible and consumer-oriented in order to meet the increasing demand for education and training in the state. We know that businesses must upgrade employee skill levels to remain competitive and that welfare reform will force individuals to train for the job market. These are community needs that the Community College is prepared to fulfill.

At the same time, we must retain the characteristics that make community colleges unique postsecondary institutions -- affordability, accessibility and an array of first class academic offerings that will enable students to transfer to baccalaureate institutions or to enter the workforce with marketable skills.

This publication, in addition to providing statistics on enrollment, student characteristics, degrees and certificates awarded, transfer and placement, faculty/staff data and financial information, will highlight some of what has taken place at the college during the last year as we have begun to address our identified priorities.

The challenge we face as we move toward the 21st century is to balance sometimes competing needs, meet diverse student demands and find the resources required to invest in the appropriate technology at a time when budget resources are limited. We are ready to meet that challenge and look forward to remaining a strong, vibrant institution serving Rhode Island residents in the year 2000 and beyond.

Edward J. Liston
President

WORKFORCE DEVELOPMENT

Early last year a cross section of educators and state policy makers attended a day-long conference on higher education and the Rhode Island economy. The message was clear: linkages between higher education and the business community must be strengthened if Rhode Island is to build a stronger economy; government grants will be smaller and the way in which money is funneled from the federal government to the states will change; and colleges will need to be more responsive in the delivery of education and job training services.

"Through partnerships - with business, industry and government - community colleges have assumed an increasingly central role in creating a high quality, cost-effective and responsive workforce development delivery system. If provided with the resources, this system can keep America's workforce among the most efficient, skilled and adaptable in the world."

From the Executive Summary of "Developing the World's Best Workforce," a report published recently by the American Association of Community Colleges

As a follow up to that conference, CCRI hired a consultant, Dr. Philip R. Day, President of Daytona Beach Community College, to examine how the college delivers services to business and industry and to make recommendations on how the college can play an expanded and appropriate role in strengthening the economy of our state. Dr. P. Anthony Zeiss, President of Central Piedmont Community College, continued an examination of workforce development issues at the College's annual faculty meeting held last fall at the Providence Campus.

Efforts to improve outreach services to business and industry are ongoing, and include such activities as aggressively seeking business contracts for customized training as well as federal and state job training grants; maintaining a high profile in the community through representation on chambers of commerce and other important public, private and nonprofit organizations; establishing partnerships with businesses or groups of businesses; and initiating new academic programs in response to community need.

Customized Programs

To help businesses in Rhode Island keep pace with rapidly changing technology, CCRI offers customized training to upgrade employee skill levels. Programs specifically designed to meet the needs of individual companies are offered at the work site or in college facilities across the state. The CCRI Center for Business and Industrial Training, located at the Flanagan Campus in Lincoln, was established in 1990 to coordinate business outreach activities. In addition to providing training, the Center is also available to conduct needs assessments for companies to assist in determining appropriate programs for their employees. This service assesses both technical skills and literacy.

With the emergence of Windows 95 and the Microsoft Office as increasingly popular computer environments, CCRI has contracted with a number of companies and organizations, including Citizens Bank, the Cranston Public Schools, Hasbro, Kent County Memorial Hospital and TACO, to provide training for their employees.

In recent months CCRI has also provided contract training for individual companies in TQM, team building and Spanish for the workplace.

Telecommunications Regional Partnership

CCRI is one of the New England partners working with NYNEX and its two unions, the International Brotherhood of Electrical Workers and the Communications Workers of America, to develop an associate degree program with a concentration in telecommunications. The project targets non-management employees of NYNEX in an endeavor to move the company into a new era of broadband, video and global communications. Other colleges participating in the NYNEX project are Springfield Technical Community College, Central Maine Technical College, Massasoit Community College, Middlesex Community College, New Hampshire Technical College and Vermont Technical College. Eleven community colleges in New York are also participating in NYNEX partnerships.

New Curriculum Initiatives

Last spring the Rhode Island Board of Governors for Higher Education approved four new technical certificate programs, three housed in the Engineering Department and one in the Industrial Technology Department. The programs are designed to give students the skills needed to obtain employment in growing technical fields. All courses can be applied toward existing CCRI Associate Degree programs.

The Telecommunications Engineering Technology Certificate is designed for individuals who already have a basic knowledge of mathematics and circuit theory and provides the skills needed for jobs in planning, installing and maintaining state of the art telephone systems, cable TV and computer networks.

The Mechanical Engineering Technology Certificate is for students who wish to seek employment in areas such as computer-aided design and analysis for product development, material and system testing, and technical sales.

The Manufacturing Engineering Technology Certificate is a comprehensive program that gives students the skills needed to determine the most competitive way to manufacture a product -- production, planning and control, quality control, process control production methods, technical sales, product development and safety.

The Computer and Network Maintenance Certificate offers instruction in computer hardware, software and networking to prepare the students for current and near future opportunities with corporations and small businesses.

Last December, the Board approved the establishment of an Occupational Therapy Assistant program slated to begin next year. This new associate degree program, designed as a companion to the existing Physical Therapist Assistant program, will be housed at the College's Newport Hospital facility.

Other curriculum advances in the health care field include the addition of new continuing education courses for health care professionals seeking to upgrade skills in patient-focused care. Many of these courses are offered at the Providence Campus for the convenience of employees in area hospitals and medical facilities.

Entrepreneurial Training

Recognizing that the development of a strong entrepreneurial base can contribute significantly to the Rhode Island economy, CCRI has initiated a program to help students develop the skills, values and attitudes that will enable them to succeed in business. The college has received two grants to provide entrepreneurial training and education for two distinct Rhode Island populations, establish a resource center and create an entrepreneurial mentoring network.

The Kauffman Foundation's Center for Entrepreneurial Leadership awarded a grant of $45,000 for two years to develop and deliver an entrepreneurial skills training curriculum customized for welfare recipients. The program is currently being offered in cooperation with the RI Department of Human Services. A second grant of $24,000 from the Rhode Island Human Resource Investment Council/State School-to-Work Office is being used to promote entrepreneurship as a career pathway in the state's school-to-work system.

Grant Initiatives

The College's workforce development efforts, including school-to-work partnership initiatives, have been enhanced through numerous grant awards throughout the year.

CCRI successfully applied for local school-to-work partnership funds for Warwick, RI and received a five-year grant totaling $650,000. The grant is a collaborative effort among the Warwick School System, the Warwick Teachers Union, the RI Federation of Teachers, the Chamber Education Foundation, Junior Achievement of RI, the Rhode Island Occupational Information Coordinating Council, the Greater RI Regional Employment and Training and CCRI's Tech Prep and Cooperative Education programs.

The College received an award of $113,425 to retrain Hasbro assembly line workers in medical and general office skills.

CCRI received $840,458 in federal funding under the Carl D. Perkins Vocational and Applied Technology Education Act to provide connecting linkages between school-based learning and work-based learning through the Cooperative Education program; to provide support services and job placement assistance to women enrolled in technical career programs; to support activities of the RI Tech Prep Associate Degree Program; to offer vocational services to adult bilingual and limited English proficient populations; to provide vocational training in occupations that offer potential for entry level employment as well as prevocational academics; and to provide support services for single parents and homemakers entering or reentering education and training programs.

The College also received $829,464 in Job Training Partnership Act (JTPA), Economic Dislocation of Workers Adjustment Act (EDWAA), Defense Diversification, and Human Resource Investment Council funds to assist in training and retraining the State's workforce and to produce workplace literacy training. Most of this funding was used to provide academic assessment and remediation services to economically disadvantaged adults and youths as well as retraining to dislocated workers.

TECHNOLOGY INITIATIVES

When voters passed a $40.6 million bond issue last November, they provided the necessary resources for the three public colleges in the state to take a giant step toward bringing students and faculty the tools they need to compete in the age of technology. In 1995, business leaders and public officials conducted a study of the Community College of Rhode Island, Rhode Island College and the University of Rhode Island and concluded that "The Rhode Island System of Public Higher Education is woefully ill-equipped and underfunded to meet the telecommunications and computer networking needs of its students, faculty, and staff and the public."

Funding from the bond issue will begin to change all that through the creation of a telecommunications network that will link CCRI, URI and Rhode Island College to each other and the global marketplace. CCRI will receive about $4 million, with URI getting $29 million and RIC receiving $7.6 million, to install fiber optic cable and digital systems that will improve the performance of high speed modem calling and integrate voice mail answering systems. Video equipment will include satellite receivers and distribution equipment for full-motion interactive video and high speed routers will allow users at the three institutions to connect with administrative mainframes, Internet systems and networks which will link the three schools. The bond issue also calls for purchase of an additional 3,122 computer work stations.

During the past year the college has upgraded computers in all labs to Windows 95, expanded voice mail and e-mail capabilities on all campuses and developed a CCRI homepage (http:\\www.ccri.cc.ri.us). In addition, an automated bulk room scheduling software program, Universal Algorithms Inc.'s Schedule 25, was purchased to maximize the number of classes placed and the percentage of seats filled while considering room characteristics and class size. The automated system was successfully implemented last semester.

Plans for the future call for continuous upgrading and replacement of computers available to students, faculty and administration, increased accessibility to the Internet and further development of the home page. As resources become available to purchase appropriate equipment and software, classrooms will be upgraded to take advantage of the latest in instructional technology.

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TRANSFER INITIATIVES

Comprehensive community colleges have always embraced a dual mission of offering technical programs leading directly to skilled career paths and transfer programs designed to provide the first two years of a four-year college degree.

As tuition costs continue to increase at public and private colleges across the country, completing the first two years of a baccalaureate degree program at a community college has become an increasingly attractive option for many families. To appeal to this population, CCRI has worked to position itself as an attractive option for transfer students and to send a message to those students and the individuals who play a role in influencing them (parents, teachers, guidance counselors, etc.) that a community college offers quality education at an affordable cost.

"It's getting harder to earn a living without a college degree. But it's also getting harder to afford the college degree in the first place. Which is why the community college transfer route is a well-traveled on-ramp on the road to a middle-class life."

Providence Journal
June 16,1996

To put some muscle behind the message, CCRI has been aggressive in its efforts to secure transfer/articulation agreements which guarantee graduates admission to more than 40 four-year public and private colleges and universities throughout the New England area and beyond.

Transfer of credit among the three public institutions of higher education in the state (CCRI, URI and Rhode Island College) has been governed for a number of years by a highly detailed articulation/ transfer agreement which spells out on a course by course basis how and when credit transfers from one institution to another. This is updated annually.

Several years ago CCRI began to seek out additional colleges interested in accepting community college graduates as transfer students. These agreements, which continue to grow in number, are hammered out individually between admissions and academic principals from each school and guarantee transfer of credit with junior year standing after a graduating student has met certain established criteria. Some colleges offer simultaneous admission and others provide special scholarships to CCRI graduates.

CCRI also has several smaller programs designed to appeal to a select subset of the transfer student population. Baccalaureate Bound is a competitive program which offers special enrichment programs and individual assistance in transferring to a four-year college to motivated students with solid academic credentials. Running Start allows high school seniors who have demonstrated academic ability and maturity to enroll at CCRI on a full time basis and earn high school graduation and college credit simultaneously.

TRANSFER/ ARTICULATION AGREEMENTS

Bay Path College
Becker College
Boston University
Bradford College
Bridgewater State College
Bryant College
Cazenovia College
Cleveland State University
College of St. Joseph in Vermont
Curry College
Eastern Connecticut State University
Endicott College
Fitchburg State College
Forsyth School for Dental Hygienists
Framingham State College
Green Mountain College
Johnson & Wales University
Lasell College
New England College
New England Technical College
New Hampshire College
New York Institute of Technology
Nichols College
Providence College
Regis College
Rhode Island College
Rivier College
Robert Morris College
Roger Williams University
Sacred Heart University
Salve Regina University
Southern Connecticut State University
Stonehill College
Suffolk University
University of Hartford
University of Maine at Farmington
University of Massachusetts-Amherst
University of Massachusetts-Boston
University of Massachusetts-Lowell
University of New Hampshire
University of Rhode Island
Virginia Union University
Wentworth Institute of Technology
Wheelock College
Worcester Polytechnic Institute
Worcester State College

A STUDENT-CENTERED COLLEGE

At its most basic level, being student-centered means designing programs, procedures, policies and even physical space to meet the needs of students. It means being responsive to student concerns and creating a positive educational environment on a day to day basis. It can mean paying attention to the little details or making big changes.

During the past year the college has made some major changes in its move toward becoming more student-centered. Some mentioned previously in this report include the technology and transfer initiatives. Others involve physical renovations and expansion of service learning as noted below.

Providence Campus Renovations

Interior renovations at the CCRI Providence Campus, completed last summer, maximize the use of available space while creating a comfortable environment for students.

A larger Learning Resources Center overlooking a concrete-stepped amphitheater is the new focal point of the facility. The new LRC totals 2,440 square feet, a 15 percent increase in floor space. A 1,500 square foot bookstore replaces the old bookstore which was located in a closet. Faculty offices and a conference room were included in the design and the student services area was improved with the addition of separate office areas for financial aid and counseling. Improvements to the math and computer labs were also completed as part of the package.

The newly renovated interior, designed by The Robinson, Green and Beretta Corporation, was featured as an outstanding building in the November 1996 issue of *American School & University*. The magazine annually publishes an architectural portfolio of award-winning and outstanding buildings as selected by a jury of school administrators, architects and facilities planners.

Knight Campus Expansion

Preliminary plans are underway for the long overdue expansion of the Knight Campus in Warwick. The $14.5 million project, approved by voters last November as part of a $33.8 million bond issue for higher education facilities, calls for an 85,000 square foot addition to the 385,000 square foot megastructure.

The addition is needed for an improved, accessible and expanded student services area, a child care center, classrooms, lecture halls and laboratories. The improved facilities for student services will enable the college to move toward fulfilling its goal of becoming a more student-centered institution and the additional classrooms and laboratories will provide the required space for meeting anticipated increases in workforce development activity.

Service Learning

CCRI's involvement in service learning dates back to 1990 when President Liston was appointed to the Governor's Commission on Youth. The work of that committee led to Rhode Island being the tenth state in the country to form a Campus Compact, a coalition of colleges and universities committed to cultivating the values and skills of responsible leadership. Since that time, CCRI has encouraged students to get involved in community service, sponsored volunteer fairs, and encouraged faculty to incorporate service learning into the classroom curriculum.

"Rhode Island Campus Compact (RICC) presidents believe that through innovative student, faculty and institutional participation in public and community service, higher education fulfills its historic mission of shaping an active, informed and committed citizenry."

Taken from the Vision Statement of the Rhode Island Campus Compact

Last year 2,643 CCRI students performed 23,091 hours of community service. For the coming year, the statewide office of the Rhode Island Campus Compact will be located at the CCRI Flanagan Campus.

GRANTS AND CONTRACTS

FISCAL YEAR 1996-1997

FEDERAL GRANTS	**$1,204,113**
U.S. Department of Education - Title IV	
Educational Opportunity Center (Year 3 of 4)	$509,768
U.S. Department of Education - Title IV	
Student Support Service (ACCESS) (Year 4 of 4)	$227,701
U.S. Department of Education - Title IV	
Talent Search (Year 3 of 4)	$316,644
U.S. Department of Education & Labor	
Local School-to-Work Partnership for the Warwick Community (Year 2 of 5)	$150,000
STATE GRANTS	**$1,307,757**
JTPA & EDWAA (Job Training Partnership Act & Economic Dislocation of Workers Adjustment Act)	**$273,642**
Greater Rhode Island Service Delivery Area	
South County Career Transition Center	$134,667
8% Educational & Career Assessment Services	$ 77,675
Providence-Cranston Service Delivery Area	
World of Work	$ 61,300
PERKINS	**$731,481**
Allocation	
Cooperative Education and Career Placement	$ 26,707
Professional Development	$ 36,713
Transitions (Disabled Students)	$ 40,000
VTA - CCRI (Vocational Training for Adults)	$ 90,000
VTA - Davies Career & Tech. Center (Vocational Training for Adults)	$ 62,800
VTA - Woonsocket Career & Tech. Center (Vocational Training for Adults)	$ 31,400
Competitive	
New Careers (Non-Traditional Careers for Women)	$ 67,976
SPHERE (Single Parents)	$ 275,885
Tech Prep	$ 100,000
MISCELLANEOUS	**$ 302,634**
RI Department of Employment & Training	
8% (Educational and Career Assessment Services)	$ 133,508
RI Department of Transportation	
Motorcycle Training	$ 30,000
School Bus Driver Training	$ 37,000
RI General Assembly	
Minority Mentoring & Retention Program	$ 5,000
RI Human Resource Investment Council	
Workplace Literacy	$ 73,126
School-to-Work/Entrepreneurship	$ 24,000

PRIVATE AND OTHER GRANTS	**$ 239,2084**
AmeriCorps: College Bound	
EOC & TS (TRIO) Programs	2 FTE staff
Corporation for National Service	
Service Learning (Year 2 of 2)	$ 22,750
Head Start Agencies	
Head Start	$ 22,781
Kaufmann Foundation/Center for the Study of Community Colleges	
Entrepreneurship Center3 (Year 1 of 2)	$ 45,000
National Collegiate Athletic Association	
National Youth Sports Program - Summer$	$ 52,150
National Occupational Information Coordinating Committee	
RI Occupational Information Coordinating Committee (RIOICC)	$ 3,527
Phi Theta Kappa/W. K. Kellogg Foundation	$ 1,000
Leadership Development Program (Year 2 of 3)	
Nellie Mae Challenge Grants	$ 2,000
RI Consortium for Educational Excellence	
TOTAL GRANT AWARDS FY1996-97	**$2,751,078**

FACILITY USE

The Community College of Rhode Island encourages community organizations to use campus facilities for conferences, seminars, athletic and cultural events and public hearings. Last year more than 150,000 people visited the campus. Some organizations which held activities at CCRI during the last year include:

Rhode Island Science Fair
D.A.R.E.
RI Dental Hygienists Association
RI Department of Corrections
Johnston Police Department
Lincoln Police Department
Warwick Police Department
Amnesty International
Attorney General's Office
Central Rhode Island Chamber of Commerce
Warwick Fire Department
WLKW Senior Citizens Fair
AARP
RI Board of Accountancy
RI Skills Commission
RI Department of Employment and Training
RI School-to-Work Program
Rhode Island Admissions Officers Association (College Fair)
RI Interscholastic League
George Wiley Center
Olneyville Boys & Girls Clubs
Junior Achievement
RI State Police
RI Municipal Police Academy
RI Pilots Association
City of Pawtucket
Volunteers in Action
RI Air National Guard
DECA
VICA
RI Youth Philharmonic
International Revenue Service
Leadership Rhode Island
American Heart Association
American Chemical Society
Blackstone Valley Community Action Program
Providence Boys & Girls Club
Warwick Boys & Girls Club
Bureau of Audits
Cranston Adult Learning
RI Academic Decathlon
RI Department of Children, Youth and Families
RI Department of Environmental Management
National Education Association
Northern RI Private Industry Council
North-South Trail Council
RI State Fire Marshall
Operation Clean Government
CHADD
Rhode Island Coastal Resource Management
RI Department of Labor, License and Regulations
The League of Women Voters
RI Ethics Commission
RI Funeral Directors Association
RI Federation of Nurses & Health Professionals
RI Department of Health
RI Committee to Prevent Child Abuse
Campaign to Eliminate Childhood Poverty
RI Childrens Crusade for Higher Education
Cake Decorators of RI
Southeastern New England Antique Show
RI State Games Sports Festival
Federal Aviation Association
Foster Parents Association
Goals 2000
New England Gerontology Academy
9-1-1
People in Partnerships
RI Energy Office
RI Track Coaches Association

Observatory Dedication

The CCRI Observatory was dedicated to retiring professor Margaret M. Jacoby last winter in recognition of her many years of service and dedication in establishing and operating the observatory located on the Knight Campus in Warwick.

Professor Jacoby founded the College's Physics Department in 1965 and taught at the college for 30 years until her retirement. She was responsible for obtaining grant funding to build the observatory, overseeing design and construction and operating the facility once it was opened to the public in 1978. Over the years Professor Jacoby has served as a source of astronomical information for individuals, schools and the media. She has held solar and lunar eclipse observations at the college, participated in the Internal Halley's Watch in 1985-86 and has traveled world wide to view eclipses, comets and other events. Two years ago Professor Jacoby was selected as one of 30 community college professors in the United States to receive a Faculty Recognition Honors Award from the Community College Consortium.

CCRI Fall Golf Classic

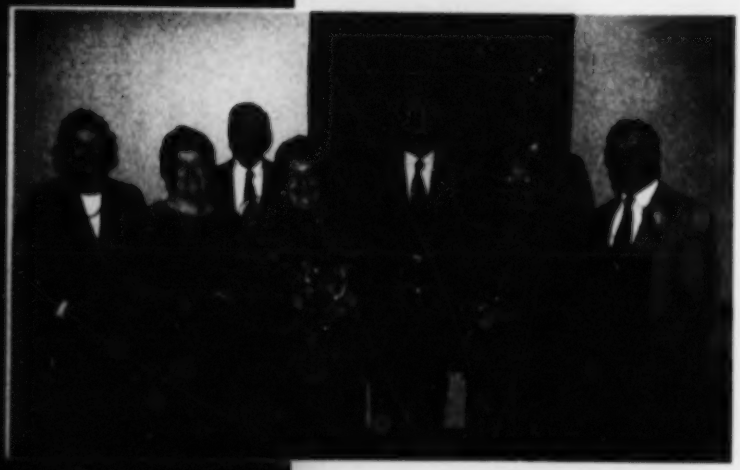
The CCRI Fall Golf Classic held last September at the Alpine Country Club in Cranston raised $12,500 for the college's Book Loan Fund, bringing the total available in the fund to nearly $30,000. The Book Loan Fund, established two years ago, is an interest free, revolving loan fund made available to all degree-seeking CCRI students taking six or more credits for use in purchasing textbooks and required course material.

Citizens Bank was the prime sponsor for this year's tournament. Tee sponsors ($1,000 donation) include American Airlines, Banner Oldsmobile Buick, Fleet National Bank, Honeywell, Hospital Trust National Bank, Memorial Hospital of Rhode Island, William F. Garrahan MD/Michael J. Infantolino MD/Philip Reilly MD, Pepsi-Cola, Philip Morris Companies, Inc., the CCRI Bookstore and CCRI Student Government.

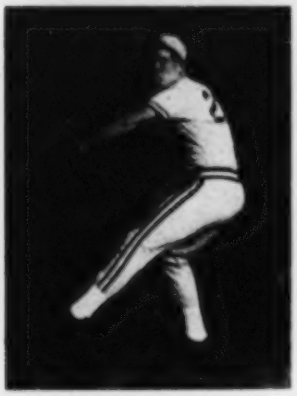
CCRI Hall of Fame

Eight individuals were inducted into the CCRI Hall of Fame at a celebration dinner held at Alpine Country Club last fall. The Hall of Fame was created two years ago by the CCRI Foundation to recognize individuals who have made substantial contributions to the creation and evolution of the Community College of Rhode Island.

The 1996 inductees were Jane Allaire, former librarian responsible for establishing the CCRI Learning Resources Center; Gerard Duhamel (deceased), CCRI's first Vice President for Business Affairs and Treasurer; Daniel J. Garvey, former chair of the Business Department; John I. Howell, Jr., President of the CCRI Foundation and friend of the college; Catherine McGoldrick (deceased), CCRI's first Dean of Nursing; Eleanor McMahon, former Commissioner of Higher Education; Mary O'Neil (deceased), former nurse and athletic trainer; and Michael A. Romano, who founded CCRI's Theater Department.



ATHLETICS



The CCRI Athletic Department tradition of excellence and achievement continues.

The early-year spotlight fell upon Jay Grenier's baseball Knights, who smashed the all-time CCRI record for wins in a season on their way to a berth in the NJCAA Division II World Series in Millington, TN. CCRI won 35 of its 42 games and finished with a remarkable winning percentage of .833 -- another club record.

The CCRI golf team went a step beyond. Harry Keenan's team finished with a 25-1 record, yet another school record. The golfers also advanced to the NJCAA Championships, where they finished their season as one of the nation's elite teams.

There was more to come as fall unfurled. In one of the state's most compelling stories of any kind during the entire sports year, the CCRI women's soccer team -- only 26 months old -- won a New England championship, and finished sixth in the country at the NJCAA National Championships in Essex, MD.

How quickly the Lady Knights went from cradle to title is testimony to the hard work of coaches Conrad Fecteau and Dennis Grassini. After winning only one game in their first year (1994), CCRI made it to the New England playoffs in 1995. With most of their players returning, the Lady Knights roared through the regular season, earned the top seed in the regionals, beat Springfield Tech in the finals and went to their first national event.

There were other great stories. CCRI Athletic Director and head Basketball Coach Vin Cullen achieved his 600th career win -- something that no other collegiate basketball coach in New England history has ever done. The 1995-96 Knights reached the NJCAA Region XXI playoffs for the 17th consecutive time.

The return of former CCRI player and coach Artie Johnston to the bench highlights the start of the new hockey season as a rejuvenated CCRI team builds for the future. A new start for several young teams marked the 1996 season for veteran coach Vic Gaspar and his soccer team, and Steve Alves' softball team.

Individual achievements were plentiful too. Several members of the CCRI baseball team received All-New England honors. Dawn Frizzle of Coventry was named a women's soccer All-American, and Fecteau was named New England women's soccer Coach of the Year.

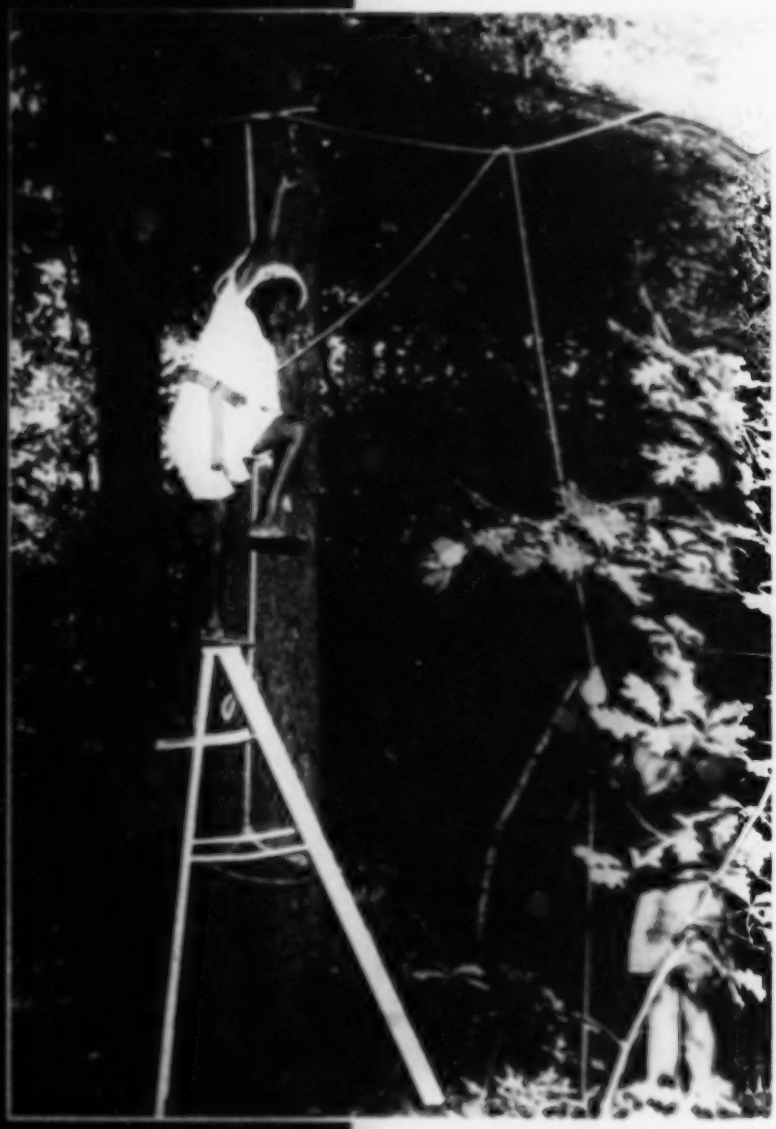
Community Activity

The Warwick and Lincoln field houses are hosts to hundreds of activities throughout the year, and thousands of participants and spectators make their way to CCRI from throughout the Northeast.

The Rhode Island Interscholastic League has made CCRI an integral part of its massive program, and the Community College is proud to be a home for high school championships each year.

The prestigious Max Read Swim Meet is another highlight of the Rhode Island high school year and is hosted at the natatorium in Lincoln.

The Community College was once again recognized for its participation in the National Youth Sports Program (NYSP) in 1996. Serving over 500 economically disadvantaged youngsters at the Flanagan Campus each year, the NYSP program is a result of the partnership between the National Collegiate Athletic Association, the U.S. Department of Health and Human Services, and the Community College of Rhode Island.



CCRI has always been a valuable resource for Rhode Island's handicapped and seniors, who use the Flanagan Campus pool for their recreational and therapeutic needs. The field houses at both campuses are homes to other youth leagues, the Rhode Island State Police, and dozens of others who participate in a variety of leagues and programs. CCRI also offers an off-hour recreational program, where, for a nominal fee, the general public can participate in a number of fitness and recreational offerings. Over twenty thousand Rhode Islanders participate annually in this program.

Facts & Figures

- Programs of Study
- Student Profiles
- Enrollment Information
- Graduate Placement Survey
- Graduation Statistics
- Faculty / Staff Profile
- Tuition and Fees
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- Financial Aid

PROGRAMS OF STUDY

Allied Health
Cardio-Respiratory Care
Clinical Laboratory Technology
Radiography
Phlebotomy Certificate
Physical Therapist Assistant

Business Administration
Accounting
General Business
Law Enforcement
Management
Marketing
Retail Management
  Fashion Merchandising
  Mass Merchandising
Real Estate
Management Certificate

Chemistry
Chemical Technology

Computer Studies and Information Processing
Computer Science-Programming
Computer Science-Microcomputing
Computer Programming Certificate
Microcomputing Certificate
Office Automation Certificate

Criminal Justice & Legal Studies
Law Enforcement
Paralegal Studies

Dental Health
Dental Assisting Certificate
Dental Hygiene

Engineering
Computer Engineering Technology
Engineering
Electronic Engineering Technology
Mechanical Engineering Technology
Manufacturing Engineering Technology Certificate
Mechanical Engineering Technology Certificate
Telecommunications Engineering Technology Certificate

Fine Arts
Art
Drama
Music
Jazz Studies

General
General Studies
Liberal Arts
Labor Studies
Urban Affairs
Science (Track A and B)
Fire Science

Human Services
Education/Special Education
Early Childhood/Child Development
Social Work
Mental Health
Substance Abuse
Gerontology
Activities Professional Certificate

Industrial Technology
Electronics
Process Control Technology
Machine Design
Manufacturing Technology

Nursing
Nursing (Associate Degree and Practical)

Office Administration
Administrative Assistant/Secretary
Legal Administrative Assistant/Secretary
Medical Administrative Secretary/Assistant
Medical Transcription Certificate
Office Administration Certificate

Special Programs
Technical Studies

STUDENT CHARACTERISTICS

The student body at the Community College of Rhode Island enjoys considerable diversity in ages, cultures and experiences. Sixty-two percent are women, 68 percent are part-time students (see Table 4) and 55 percent are 25 years of age or older. Of those reporting their ethnicity, 15 percent are from a minority group.

For the fall of 1996, students in the under 20 age group accounted for 18 percent of the headcount enrollment. Of this group, 70 percent were full-time students. Also, seventeen of the students classified as out-of-state were actually foreign students from 11 different countries.

TABLE 1 — SEX, AGE, RACE AND RESIDENCY

	1992-93	1993-94	1994-95	1995-96	1996-97
TOTAL STUDENTS	17,986	16,399	16,001	15,889	15,236
Sex					
Female	11,288	10,266	10,010	9,964	9,511
Male	6,698	6,133	5,991	5,925	5,725
Age in Years					
Under 20	2,781	2,562	2,535	2,602	2,709
20-24	4,955	4,571	4,458	4,295	4,200
25-34	5,449	4,850	4,760	4,628	4,268
35-44	3,097	2,981	2,907	2,928	2,669
Over 44	1,704	1,435	1,341	1,436	1,390
Race/Ethnicity					
American Indian	102	87	96	98	94
Asian	271	272	273	265	277
Black	735	639	700	655	661
Hispanic	744	636	671	814	859
White	12,489	11,518	11,272	11,042	10,353
Not Reported	3,645	3,247	2,989	3,015	2,992
Residency					
Rhode Island	17,166	15,585	15,239	15,123	14,442
Out-of-State	820	814	762	766	794
PERCENT					
Sex					
Female	63%	63%	63%	63%	62%
Male	37%	37%	37%	37%	38%
Age in Years					
Under 20	16%	16%	16%	16%	18%
20-24	28%	28%	28%	27%	27%
25-34	30%	29%	30%	29%	28%
35-44	17%	18%	18%	19%	18%
Over 44	9%	9%	8%	9%	9%
Race/Ethnicity (Only Those Reporting)					
Minorities	13%	12%	13%	14%	15%
White	87%	88%	87%	86%	85%
Residency					
Rhode Island	95%	95%	95%	95%	95%
Out-of-State	5%	5%	5%	5%	5%

SOURCE: IPEDS Fall Enrollment Reports

FALL ENROLLMENT FROM 1976 TO 1996

1976 has been selected as a base year for fall enrollment comparisons because that was the year in which the second campus was opened in Lincoln. During the next seven years, enrollment on both campuses rose from 8,993 to 12,602 for a total increase of 40 percent. The full-time equivalent enrollment (FTE) leveled off one year earlier and then decreased by 11 percent from 1982 to 1984. Enrollments began to increase again in 1985 and then rose dramatically in 1988. A new enrollment record was set for eight consecutive years beginning in 1985. The Providence Campus which opened in 1990 contributed to this growth. By the fall of 1992, both the headcount and the FTE enrollment reached the highest level in the Community College's history.

For the five years preceding 1993-94, the headcount enrollment grew by 37 percent and the FTE enrollment increased by 40 percent (2,803 FTE's). In part due to the addition of a means test for unemployed individuals to qualify for a tuition waiver, enrollment decreased in the fall of 1993 through 1996.

TABLE 2 — FALL ENROLLMENT

FALL	NUMBER	FTE
1976	8,993	5,972
1977	10,317	6,900
1978	10,340	6,700
1979	11,158	7,017
1980	11,777	7,496
1981	11,721	7,486
1982	12,149	7,516
1983	12,602	7,344
1984	12,317	6,691
1985	12,617	6,892
1986	13,096	6,970
1987	13,107	6,996
1988	14,718	7,490
1989	15,400	7,806
1990	16,623	8,810
1991	17,331	9,486
1992	17,986	9,799
1993	16,399	8,830
1994	16,001	8,627
1995	15,889	8,606
1996	15,236	8,489
% Change from 1976 to 1996 (20 years)	76.7%	44.1%
% Change from 1984 to 1992 (8 years prior to 1993)	46.0%	46.5%
% Change from 1987 to 1992 (5 years prior to 1993)	37.2%	40.1%
% Change from 1995 to 1996 (1 year)	-4.1%	-1.4%

SOURCE: IPEDS Fall Enrollment Reports and Bursar's Office Reports for FTE prior to 1983

INCOMING STUDENTS

All incoming students who attended an orientation session offered during the summer or fall of 1995 completed a "student information sheet." Data collected from these students provides us with descriptive, historical information useful in a variety of planning processes within the Community College. One thousand two hundred and forty-six students completed the information sheet. This particular enrollment cluster of students reported a median age of 19 years (mean of 22.7) with 684 students or 55 percent under 20 years of age. Compared to past years, a greater percentage of students indicated that they plan to transfer. Also, for the second consecutive year, a greater percentage of students expect to complete a degree or certificate in two years or less.

TABLE 3 — INCOMING STUDENT SURVEY

	NUMBER	PERCENT
What is your age in years?		
Under 20	684	54.9%
20-29	324	26.0%
30-39	168	13.5%
40-49	50	4.0%
50-59	6	0.5%
Over 59	1	0.1%
No response	13	1.0%
What is your sex?		
Female	757	60.7%
Male	487	39.1%
No response	2	0.2%
Are your classes primarily day or evening?		
Day	948	76.1%
Evening	232	18.6%
No response	66	5.3%
Are you established in a career?		
Planning a career	307	24.6%
Established in a career	596	47.8%
Undecided	260	20.9%
No response	83	6.7%
For what purpose did you enroll?		
Obtain a certificate or degree	468	37.6%
Obtain certificate or degree then transfer	534	42.9%
Transfer before certificate or degree	142	11.4%
No goal in mind	79	6.3%
Take courses for self-improvement	10	0.8%
No response	13	1.0%
If your goal is to earn a certificate or degree at CCRI, when do you expect to complete?		
2 years or less	599	48.0%
3 years or less	254	20.4%
More than 3 years	123	9.9%
No response	270	21.7%

SOURCE: Entering Student Information Survey, Office of Institutional Research and Advising and Counseling Center

FULL-TIME AND PART-TIME ENROLLMENT

Overall, the total number of students enrolled in credit courses decreased by 653 students from the fall of 1995 to the fall of 1996. Part-time students accounted for 68 percent of the 1996-97 headcount enrollment. Approximately 32 percent of all students were enrolled as full-time students (about two percent more than 1995-96). Seventy-one percent of the under 20 years of age group were full-time students (three percent more than last year).

The age distribution of the part-time group has begun to move up again after leveling off for a few years. Currently, 70 percent of the part-time students are 25 years of age or older while 78 percent (76 percent in 1995-96) of the full-time students are under 25 years of age.

Finally, the degree status mix of full-time students (93 percent degree seekers) remains relatively stable while the percentage of degree candidates in the part-time group has grown from 58 percent in 1992-93 to 69 percent in 1996-1997.

TABLE 4 — FALL ENROLLMENT BY FULL/PART-TIME

	1992-93	1993-94	1994-95	1995-96	1996-97
TOTAL STUDENTS	17,986	16,399	16,001	15,889	15,236
Full-time Students	5,502	4,803	4,745	4,750	4,866
Part-time Students	12,484	11,596	11,256	11,139	10,370
AGE GROUP IN YEARS					
Full-time Students					
Under 20	2,002	1,793	1,745	1,781	1,954
20-24	2,117	1,899	1,830	1,846	1,865
25-34	913	743	768	747	677
35-44	356	286	325	294	279
Over 44	114	82	77	82	91
Part-time Students					
Under 20	779	777	810	834	777
20-24	2,838	2,672	2,628	2,449	2,335
25-34	4,536	4,107	3,992	3,881	3,591
35-44	2,741	2,695	2,582	2,634	2,390
Over 44	1,488	1,339	1,189	1,268	1,216
Unknown	102	6	55	73	61
DEGREE STATUS					
Full-time Students					
Degree or Certificate Candidates	5,085	4,397	4,509	4,461	4,512
Non-Degree Status	417	406	236	289	354
Part-Time Students					
Degree or Certificate Candidates	7,281	7,335	7,756	7,723	7,205
Non-Degree Status	5,203	4,261	3,500	3,416	3,165

SOURCE: "State Supplement to IPEDS Reports," Office of Institutional Research and Planning
NOTE: Full-Time unknowns are added to under 20 years (22 students for 1996-97)

OFF-CAMPUS CREDIT ENROLLMENTS

In addition to the classes offered at the Lincoln, Warwick and Providence campuses, the Community College offers credit courses at several satellite facilities and other locations. Each year some sites may change according to the demands of programs. From the fall of 1994 to the fall of 1995, off-campus credit seatcount enrollments declined by 4.6 percent.

TABLE 5 — ENROLLMENT BY ADJUNCT SITES

SITES	Fall '94	Spring '95	Fall '95	Spring '96
Middletown Satellite	406	322	407	284
Westerly Satellite	322	349	313	313
East Providence Satellite	478	282	384	279
Newport Hospital Satellite	644	668	741	706
North Kingstown Satellite	267	173		
Adult Correctional Institution	32	44	30	24
Training School	9	20	22	9
Bayview Academy	31		30	
Department of Navy (USS Kauffman)	20	48	114	124
Mt. St. Charles Academy	17			
Hillsgrove			15	
Television Courses	1,244	1,222	1,224	1,179
Woonsocket Health Center			30	
Providence School Department				25
TOTAL	3,470	3,128	3,310	2,943

SOURCE: Office of the Dean of Off-Campus Credit Programs
NOTE: Enrollment is actually seatcounts at the end of the add-drop period

CENTER FOR BUSINESS AND INDUSTRIAL TRAINING ENROLLMENTS

The Community College of Rhode Island also conducts custom courses designed to meet the needs of business and industry. Courses are offered at the Community College, business and industrial sites, community centers and other locations. Each year the sites change according to the needs of businesses and students. Enrollments were dramatically higher in 1994-95 due to two summer series of business and industry courses designed for the AT & T Alliance and Hasbro, Inc.

TABLE 6 — ENROLLMENT BY BUSINESS SITES

	Fall '94	Spring '95	Fall '95	Spring '96
Aipso	11	13	16	13
American Industrial Casting, Inc.	7	7		
Association of General Contractors	14	17		
AT & T Alliance*	933	12	12	
Central Tools, Inc.		10		
Citizens Bank				20
Consumer Value Stores		33	41	26
Contractors Supply		10		12
DaVinci Community Center + Hillsgrove House			28	
EG & G Sealol, Inc.	51			
Electric Boat	32	36		
Etco, Inc.	43	21	15	2
Fielding Manufacturing Company	75	24		
Grinnell Corporation	50	125	60	
Harrington Hall (Dept. of Corrections)	613	501	256	275
Hasbro, Inc.*		1,500	200	215
Health Care Centers (includes Cherry Hill)	17	76		
Ideal Metal Products Company, Inc.			7	
Kent County Hospital				22
Mays, Marshall & Meier	10	2		
McLaughlin Research Corporation		37		
Mellor Optics		4		
MetLife			126	
North Providence School Department			90	
Original Bradford Soap				1
Police Academy			35	35
Polytop				30
Providence School Department				25
Prudential Insurance Company				8
Rau Fastener, Inc.		1		
RI Department of Health + State Library Services			27	
RI National Guard + Navy Reserve	51	12	22	23
Roger Williams Medical Center				112
Stanley Bostitch				12
Stanley Fastening Systems				30
Swarovski Optik	15			
Taco	112	65	46	15
Tedco Company		2		
Thundermist Health Association	16			
Toray Plastics America Incorporated	9	20		30
Urban League of RI		7		
Wyatt Detention Facility of CF		16		
Women & Infants Hospital/Hospital Assoc. of RI		32		89
Woonsocket Health/Rehab Center			30	
TOTAL	2,059	2,583	1,011	995

SOURCE: Office of Center for Business & Industrial Training
NOTE: Enrollment is actually seatcounts **Includes summer/fall courses*

SURVEY OF GRADUATES

A systematic study of the graduates of 1995 was conducted to determine their status eight months after graduation. Using both the mail and the telephone as data collection vehicles, the Cooperative Education and Career Placement staff achieved a stellar response rate of 85 percent.

The information collected from the graduates has been summarized by each program of study. Only an overall summary is reported here. Looking at the seven choices, 79 percent of the 1995 graduates are employed in some capacity (80 percent for 1994). Also, 38 percent of the graduates are continuing their education (39 percent for 1994). Eighty-seven graduates or 5.9 percent reported that they were unemployed and looking for a position (4.7 percent for the 1994 graduates).

TABLE 7 — SUMMARY OF GRADUATES

	1993	1994	1995	1993	1994	1995
STATUS OF THE GRADUATES		Number			Percent	
Employed full-time	505	564	598	39.5%	40.9%	40.8%
Job full-time & education part-time	147	123	125	11.5%	8.9%	8.5%
Employed part-time	151	189	163	11.8%	13.7%	11.1%
Unavailable for employment	31	31	56	2.4%	2.2%	3.8%
Unemployed and looking	64	65	87	5.0%	4.7%	5.9%
Education full-time	192	178	169	15.0%	12.9%	11.5%
Education full-time & job part-time	190	230	270	14.8%	16.7%	18.4%
TOTAL RESPONSES	1,280	1,380	1,468	100.0%	100.0%	100.0%
ATTENDING SCHOOL FULL-TIME		Number			Percent	
Boston University	0	1	3	0.0%	0.2%	0.7%
Brown University	0	2	0	0.0%	0.5%	0.0%
Bryant College	18	10	13	4.7%	2.4%	3.0%
Community College of Rhode Island	22	33	32	5.8%	8.0%	7.3%
Johnson & Wales University	6	4	3	1.6%	1.0%	0.7%
New England Institute of Technology	3	0	4	0.8%	0.0%	0.9%
Northeastern University	2	4	4	0.5%	1.0%	0.9%
Providence College	3	6	4	0.8%	1.4%	0.9%
Rhode Island College	180	200	220	47.1%	49.0%	50.1%
Rhode Island School of Design	0	0	0	0.0%	0.0%	0.0%
Roger Williams University	16	21	22	4.2%	5.1%	5.0%
Salve Regina University	7	4	5	1.8%	1.0%	1.1%
University of Massachusetts-Dartmouth	5	8	6	1.3%	2.0%	1.4%
University of Rhode Island	63	72	80	16.5%	17.6%	18.2%
Other In-State	5	4	4	1.3%	1.0%	0.9%
Other Out-of-State	44	31	32	11.5%	7.6%	7.3%
Other (School not disclosed)	8	9	7	2.1%	2.2%	1.6%
TOTAL RESPONSES	382	409	439	100.0%	100.0%	100.0%

SOURCES: "Career Placement and Graduate Transfer Report" (1993, 1994 & 1995 graduates)

CCRI TRANSFERS ENROLLING IN OTHER RI INSTITUTIONS

Rhode Island College continues to attract the greatest number of Community College transfers (54 percent of those reported in Table 8) followed by the University of Rhode Island (21 percent, up from 17 percent in 1994). From 1991 to 1992, the number of reported transfers to in-state colleges and universities jumped 23 percent. There were 117 fewer transfers reported in 1994 compared to the peak year of 1992. Information on transfers who actually enrolled in schools in other states before graduating from the Community College is not readily available.

TABLE 8

CCRI TRANSFERS ENROLLING IN RHODE ISLAND INSTITUTIONS

R.I. INSTITUTIONS	1991	1992	1993	1994	1995
Rhode Island College	612	794	699	688	623
University of Rhode Island	207	235	251	197	237
Bryant College	51	39	43	39	70
Bryant College Evening Division	26	36	29	18	23
Providence College	9	3	4	8	8
Roger Williams University	5	16	14	30	29
Roger Williams University (Cont. Ed.)	71	66	70	82	36
Johnson and Wales University	23	28	18	32	34
Johnson and Wales University Evening Division					82
Salve Regina University	12	37	46	46	11
R.I. School of Design	5	3	4	0	3
Brown University	0	0	0	0	0
TOTAL	1,021	1,257	1,178	1,140	1,156

SOURCE: Data obtained from the receiving institutions by the Office of Institutional Research and Planning
NOTE: Numbers are reported for the calendar year (spring and fall semester)

ENROLLMENT IN NON-CREDIT COURSES

The Office of Community Services is the division of the College responsible for the operation of non-credit service courses and activities. Non-credit courses are offered in a wide range of subjects.

Continuing education is also provided for specific groups, such as nurses, dental assistants, secretaries, bankers and others.

Activities include:

DRIVER RETRAINING for traffic violators
MOTORCYCLE SAFETY for first-time licenses and rider improvement
GED TESTING PROGRAM for those seeking high school equivalency diploma
BUSINESS, INDUSTRY AND GOVERNMENT AGENCY customized courses for upgrading employee skills
VOCATIONAL TRAINING FOR ADULTS providing entry-level skills to the unemployed, underemployed, and limited English proficient
SUPPORT SERVICES FOR SINGLE PARENTS AND HOMEMAKERS including counseling, advising, parenting, child care and placement
SCHOOL BUS DRIVER TRAINING for new drivers and continuing education for present drivers
ASBESTOS AND ENVIRONMENTAL PROTECTION EDUCATION

TABLE 9

ENROLLMENT GROUPINGS FOR COMMUNITY SERVICES COURSES

COURSES (includes summer courses)	1991-92	1992-93	1993-94	1994-95	1995-96
Non-Credit	6,762	6,631	7,109	6,341	5,989
Motorcycle Safety	2,116	1,966	1,926	2,119	2,066
High School Equivalency	1,137	1,335	1,272	1,507	1,559
Bus Driver Training	1,823	1,776	2,087	2,066	2,116
Driver Retraining (violators)	2,794	2,591	2,220	2,183	2,073
Vocational Training for Adults	825	1,022	1,093	1,114	1,248

SOURCE: Dean of Community Services, June 1996
NOTE: Motorcycle safety numbers are for the calendar year; 1996 estimated
Driver Retraining (CDL) figures for 91-92 have been excluded

ENROLLMENT BY PROGRAM OF STUDY

The highest enrollment in CCRI's history occurred in 1992. For each of the next four years enrollment headcounts decreased. By 1996, enrollment had decreased 15 percent to pre 1990 levels. For eight consecutive years prior to the fall of 1993, record enrollments were recorded.

The computer studies and information processing programs have grown by more than 33 percent from 1992 to 1996 while enrollment in the non-degree program (UNCL) has fallen by more than 37 percent.

TABLE 10 — FALL ENROLLMENT

	1992-93	1993-94	1994-95	1995-96	1996-97
BUSINESS & COMMERCE TECHNOLOGIES	3,463	3,229	3,353	3,197	2,939
Business Administration	1,951	1,656	1,662	1,553	1,396
Law Enforcement/Corrections	932	1,006	1,038	912	769
Paralegal			111	198	255
Retail Management	116	86	60	34	36
Office Administration	464	464	445	415	394
Marketing		17	37	85	89
COMPUTER STUDIES & INFORMATION PROCESSING	483	377	406	518	645
HEALTH & PARAMEDICAL	864	796	870	858	716
Cardio-Respiratory Care	39	34	48	31	39
Dental Assistant	30	24	27	27	29
Dental Hygiene	70	46	46	46	46
Medical Lab Technology	48	59	48	24	21
Nursing-ADN & LPN	502	466	532	579	447
Phlebotomy	51	53	48	37	31
Radiography (X-Ray)	92	74	79	68	59
Physical Therapy Assistant	32	40	42	46	44
ENGINEERING & INDUSTRIAL TECHNOLOGIES	732	709	657	622	592
Engineering	149	138	133	102	89
Computer Engineering Technology	49	48	45	38	43
Electronic Engineering Technology	107	101	82	81	70
Mechanical Engineering Technology	97	98	86	74	77
Machine Design	39	34	36	63	56
Manufacturing Technology	47	66	49	37	51
Chemical Technology	66	67	77	81	55
Electronics	99	87	86	88	83
Process Control Technology	39	39	32	41	35
Technical Studies (Includes CSMGT and WWGMT)	40	31	31	17	7
Computer Network Maintenance	0	0	0	0	25
Telecommunications Engineering Technology	0	0	0	0	1
PUBLIC SERVICES	1,539	1,402	1,505	1,482	1,514
Human Services (Includes ACTD)	1,396	1,259	1,368	1,348	1,390
Fire Science	143	143	137	134	124
GENERAL PROGRAMS	5,281	5,219	5,474	5,507	5,311
Liberal Arts (Includes GENS)	4,857	4,841	5,045	5,101	4,922
Science	124	103	126	125	132
Fine Arts	294	267	295	278	254
Labor Studies/Urban Affairs	5	7	6	3	2
Post Associate	1	1	2	0	1
OPEN COLLEGE (Non-Degree)	5,624	4,667	3,736	3,705	3,519
TOTAL	17,986	16,399	16,001	15,889	15,236

SOURCE: IPEDS Fall Enrollment Reports

DEGREES AND CERTIFICATES AWARDED

The number of degrees and certificates awarded by CCRI increased over this reporting period to a level of 6.7 percent above that of 1991-92. This year there were 1,669 completions (unofficial count) or 51 less than last year's peak. Two of six groupings—Health and Paramedical, and General Programs—revealed increases of 3.7 percent and 5.8 percent respectively over the past year. In 1995-96, Law Enforcement/Corrections awarded 183 degrees or certificates for a 289 percent growth rate from 1991-92.

TABLE 11 GRADUATES BY PROGRAM OF STUDY

	1991-92	1992-93	1993-94	1994-95	1995-96
BUSINESS & COMMERCE TECHNOLOGIES	404	516	554	537	534
Business Administration	292	304	268	262	238
Law Enforcement/Corrections	47	136	197	178	183
Paralegal					29
Retail Management	20	16	17	10	11
Office Administration					
A.S.-Office Administration	38	53	62	67	57
Certificate-Office Administration	7	7	10	20	16
COMPUTER STUDIES & INFORMATION PROCESSING	64	73	61	69	34
A.S.-Computer Studies	44	37	41	45	20
Certificate-Computer Studies	11	15	5	4	5
Certificate-Office Automation	9	21	15	20	9
HEALTH & PARAMEDICAL	423	420	404	382	396
Cardio-Respiratory Care	4	13	11	18	19
Dental Assistant Certificate	21	21	20	15	15
Dental Hygiene	32	31	24	21	19
Medical Lab Technology	9	7	16	13	10
Nursing ADN	215	206	207	208	224
Practical Nursing	51	52	44	33	29
Phlebotomy Certificate	60	57	29	29	34
Physical Therapist Assistant			15	17	18
Radiography (X-Ray)	31	33	38	28	28
ENGINEERING & INDUSTRIAL TECHNOLOGIES	80	81	92	93	76
Engineering	18	13	10	22	19
Computer Engineering Technology	3	2	1	1	1
Electronic Engineering Technology	8	4	10	3	4
Mechanical Engineering Technology	7	8	6	13	6
Machine Design	4	3	4	4	2
Machine Processing/Manufacturing Technology (Cert)	2	6	7	5	4
Chemical Technology	13	13	15	19	19
Chemical Technology Certificate	0	0	0	0	0
Electronics	14	15	15	5	11
Instrumentation/Process Control Technology	5	9	15	3	7
Technical Studies (Inc. WWMGT & CSMGT)	6	8	9	18	3
PUBLIC SERVICES	156	185	196	210	175
Human Services	136	169	181	198	158
Fire Science	20	16	15	12	17
GENERAL PROGRAMS	437	430	393	429	454
Liberal Arts (includes GENS)	387	389	362	393	418
Post Associate			2	0	0
Science	7	3	4	5	1
Fine Arts	43	38	25	31	35
TOTAL	1,564	1,705	1,700	1,720	1,669

SOURCE: IPEDS Degrees Conferred Report. UNOFFICIAL counts for 1995-96

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FACULTY CHARACTERISTICS

In the spring of 1996, there were 290 continuing full-time faculty members at the Community College. For this group, the most frequent set of characteristics was holding a master's degree, being a full professor, and having been with the Community College for 15 or more years. Sixty-three percent of the continuing full-time faculty have been with CCRI for 15 or more years. Also, more than half (53 percent) of all full-time faculty hold the rank of full professor.

TABLE 12 FACULTY CHARACTERISTICS

	FEMALE		MALE	
	Number	Percent	Number	Percent
TOTAL	155	53%	135	47%
Degree				
Doctorate	13	4%	44	15%
Masters	139	48%	85	30%
Bachelors	3	1%	6	2%
Rank				
Professor	60	21%	93	32%
Associate Professor	39	13%	16	6%
Assistant Professor	54	18%	24	8%
Instructor	2	1%	2	1%
Years of Service				
15 or more	78	27%	103	36%
10 to 14	22	8%	10	3%
5 to 9	28	9%	10	3%
Less than 5	27	9%	12	5%

SOURCE: *CCRI Personnel Department records as of June 3,1996*

TABLE 13

RANK OF 1995-96 FACULTY BY PROGRAM AREA

	Professor	Associate Professor	Assistant Professor	Instructor	TOTAL
TOTAL FACULTY	153	55	78	4	290
BUSINESS & COMMERCE	20	6	7	0	33
Business Administration	14	3	4	0	21
Office Administration	3	3	1	0	7
Legal Studies	3	0	2	0	5
COMPUTER STUDIES & INFORMATION PROCESSING	7	1	2	0	10
HEALTH AND PARAMEDICAL	24	23	20	2	69
Phlebotomy	1	0	0	0	1
Medical Lab Technology	1	0	0	0	1
Radiography (X-Ray)	1	0	1	0	2
Nursing - ADN	16	11	10	0	37
Practical Nursing	4	4	1	0	9
Cardio-Respiratory Care	0	0	1	1	2
Newport Nursing Program	0	5	4	1	10
Dental Studies	1	3	3	0	7
ENGINEERING & INDUSTRIAL TECHNOLOGIES	5	2	8	2	17
Engineering	3	1	4	0	8
Machine Design	0	0	1	0	1
Manufacturing Technology	1	0	2	0	3
Industrial Electronics	0	1	1	1	3
Process Control Technology	1	0	0	1	2
PUBLIC SERVICE PROGRAMS	5	2	2	0	9
Human Services	5	2	2	0	9
GENERAL PROGRAMS	92	21	39	0	152
Drama	0	2	3	0	5
English	20	2	13	0	35
Languages	1	1	5	0	7
Social Science	8	4	2	0	14
Psychology	15	0	1	0	16
Biology	9	2	2	0	13
Chemistry	5	2	1	0	8
Physics	6	0	2	0	8
Mathematics	15	2	2	0	19
Art	5	4	2	0	11
Music	1	1	2	0	4
Physical Education	0	1	0	0	1
Learning Resources	7	0	4	0	11

SOURCE: Listing of filled faculty positions as of June 3, 1996 from the CCRI Personnel Office

STAFF CHARACTERISTICS

The staff at the Community College is categorized into three groups: a. Classified: Includes maintenance personnel, security officers, technicians, clerical staff, counselors, and nurses; b. Non-Classified: Professional staff which includes managers, coordinators, counselors, programmers, accountants, as well as some clerical staff, technicians, and paraprofessionals; c. Administration: Includes the president, vice presidents, directors, deans, and associate and assistant deans and directors.

Compared with 1994-95, the average descriptions of the three types of staff have changed only slightly. Approximately 59 percent of the non-classified staff have 15 or more years of service. The number of staff decreased from the 1983 peak of 339 when enrollment was about 12,000 students. Although a third campus has been added and enrollment has grown by more than 27 percent, the number of staff has actually decreased by more than 4 percent.

TABLE 14 STAFF CHARACTERISTICS

	Number	Percent
CLASSIFIED		
Total	191	100%
Sex		
Female	118	62%
Male	73	38%
Degree		
High School	114	60%
Associate	35	18%
Bachelors	17	9%
Masters	10	5%
Less than High School	15	8%
*Years in Service		
15 or more	82	43%
10 to 14	32	17%
5 to 9	42	22%
Less than 5	35	18%

	Number	Percent
NON-CLASSIFIED		
Total	90	100%
Sex		
Female	56	62%
Male	34	38%
Degree		
High School	23	25%
Associate	20	21%
Bachelors	23	25%
Masters	26	28%
Doctorate	1	1%
Less than High School	0	0%
Years in Service		
15 or more	53	59%
10 to 14	11	12%
5 to 9	13	14%
Less than 5	13	14%

	Number	Percent
ADMINISTRATION		
Total	44	100%
Sex		
Female	15	34%
Male	29	66%
Degree		
Associate	3	7%
Bachelors	12	27%
Masters	17	39%
Doctorate	10	23%
High School	2	4%
Years of Service		
15 or more	25	57%
10 to 14	7	16%
5 to 9	7	16%
Less than 5	5	11%

SOURCE: CCRI Personnel Department records, as of June 3, 1996
**Years of Service in the Classified category are based on State not CCRI service date*

TUITION AND FEES

Part of the mission of the Community College is to provide the citizens of the state with an open access college. In order to fulfill this mission, the Community College has attempted to maintain tuition and fees at a modest level. This concern for keeping the tuition and fees at an affordable level has historically resulted in increased tuitions each year that were similar to the Consumer Price Index changes. However, these increases have exceeded the CPI for most years since 1987.

Combined tuition and fees increased 5.7 percent in 1989-90, 9.6 percent in 1990-91, 19 percent in 1991-92 (after adjusting for a $25 surcharge in the spring of 1991), 9.4 percent in 1992-93, and 3.3 percent in 1993-94. For 1994-95, tuition and fees increased 9 percent. Excluding mandatory fees, tuition increased 4.1 percent for 1994-95. In 1995-96, the increase was only 2.4 percent. For the current year, tuition and fees were held at last year's rate.

TABLE 15

FULL-TIME TUITION AND MANDATORY FEES PER SEMESTER

YEAR	Semester Tuition & Fees	Relative Change	CPI Relative Change
1970-71	$140	1.00	1.00
1971-72	170	1.21	1.04
1972-73	170	1.21	1.08
1973-74	170	1.21	1.14
1974-75	170	1.21	1.27
1975-76	200	1.43	1.39
1976-77	200	1.43	1.46
1977-78	200	1.43	1.54
1978-79	218	1.56	1.65
1979-80	232	1.66	1.80
1980-81	247	1.76	2.04
1981-82	275	1.96	2.28
1982-83	315	2.25	2.48
1983-84	345	2.46	2.58
1984-85	370	2.64	2.68
1985-86	395	2.82	2.79
1986-87	422	3.01	2.87
1987-88	450	3.21	2.93
1988-89	475	3.39	3.05
1989-90	502	3.59	3.20
1990-91	550	3.93	3.37
1991-92	684	4.89	3.51
1992-93	748	5.34	3.62
1993-94	773	5.52	3.73
1994-95	843	6.02	3.83
1995-96	863	6.16	3.92
1996-97	863	6.16	

SOURCE: CCRI Tuition Reports; CPI from Research Associates of Washington, D.C. Facts on File (February) and Monthly Labor Review
NOTE: Fall Tuition and Fees were used above; Full-time in-state rates only

GENERAL EDUCATION REVENUES

The general education revenues for the Community College are unrestricted revenues which means these funds are not designated for any specific purpose except the general support of the institution. These revenues represent the major portion of the funds available to the College and come primarily from two sources: State appropriations and tuition and fees.

From 1979-80 to 1981-82 the student paid tuition and fees provided an increasing share of the revenues while the share from State appropriations declined. From 1982-83 to 1987-88 these percentages remained constant. In 1988-89 through 1992-93, the State appropriation to general education revenues decreased and the tuition income increased proportionately. In fiscal years 1993-94 through 1995-96, State appropriated support leveled out at 58 percent.

TABLE 16 GENERAL EDUCATION REVENUES

UNRESTRICTED REVENUES IN THOUSANDS ($1,000)

	State Appropriation	Tuition & Fees	Other	Total
1979-80	15,007	3,695	701	19,403
1980-81	16,248	4,206	578	21,032
1981-82	16,801	4,768	976	22,545
1982-83	18,471	5,661	679	24,811
1983-84	19,631	6,163	793	26,587
1984-85	20,569	6,258	777	27,604
1985-86	21,640	6,571	856	29,067
1986-87	22,724	6,953	1,170	30,847
1987-88	24,864	7,595	1,087	33,546
1988-89	27,017	8,924	1,056	36,997
1989-90	27,944	10,168	1,004	39,116
1990-91	25,775	12,695	1,633	40,103
1991-92	24,097	16,414	1,613	42,124
1992-93	24,480	18,258	1,670	44,408
1993-94	25,777	17,320	1,471	44,568
1994-95	27,246	18,307	1,679	47,232
1995-96	27,853	18,505	1,727	48,085

AS PERCENTAGE OF TOTAL REVENUES

	State Appropriation	Tuition & Fees	Other	Total
1979-80	77	19	4	100%
1980-81	77	20	3	100%
1981-82	75	21	4	100%
1982-83	74	23	3	100%
1983-84	74	23	3	100%
1984-85	74	23	3	100%
1985-86	74	23	3	100%
1986-87	74	23	4	100%
1987-88	74	23	3	100%
1988-89	73	24	3	100%
1989-90	71	26	3	100%
1990-91	64	32	4	100%
1991-92	57	39	4	100%
1992-93	55	41	4	100%
1993-94	58	39	3	100%
1994-95	58	39	3	100%
1995-96	58	38	4	100%

SOURCE: Audit statements for 1979-80 to 1994-95 and the Budget, Mid-Year Review for 1995-96, January 1996

GENERAL EDUCATION EXPENDITURES

The expenditures of the general education funds are classified according to the following five categories: personnel services, operating expenditures, student aid, capital and other. In 1993-94 the asset protection and capital were primarily funded through RIHEBC bond revenue which is off budget. This not only results in an apparent decrease in capital funding, but also artificially increases the percentage share of the budget that is supporting personnel services. In 1994-95, academic and administrative capital funding improved significantly. An additional $900,000 was available to CCRI in asset protection funding in 1994-95 but was budgeted in OHE and $450,000 was made available in 1995-96, also in OHE.

TABLE 17 GENERAL EDUCATIONAL EXPENDITURES

UNRESTRICTED EXPENDITURES IN THOUSANDS ($1,000)

YEAR	Personnel Services	Operating Expenses	Student Aid	Capital	Other*	TOTAL
1979-80	13,932	2,691	265	255	2,260	19,403
1980-81	15,322	2,941	290	306	2,173	21,032
1981-82	16,510	3,197	371	616	1,851	22,545
1982-83	17,887	3,534	421	994	1,975	24,811
1983-84	19,254	4,063	537	689	2,044	26,587
1984-85	20,481	4,084	515	639	1,885	27,604
1985-86	21,503	4,449	570	763	1,782	29,067
1986-87	22,935	4,735	506	950	1,721	30,847
1987-88	25,719	4,558	557	1,072	1,639	33,545
1988-89	28,835	4,787	544	1,374	1,457	36,997
1989-90	31,048	5,263	631	840	1,334	39,116
1990-91	31,809	5,554	971	549	1,220	40,103
1991-92	33,037	5,890	1,598	614	985	42,124
1992-93	35,447	5,778	2,098	320	765	44,408
1993-94	36,366	5,715	1,725	198	564	44,568
1994-95	38,581	5,797	1,470	897	487	47,232
1995-96	39,103	6,190	1,548	983	261	48,085

AS PERCENTAGE OF TOTAL EXPENDITURES

YEAR	Personnel Services	Operating Expenses	Student Aid	Capital	Other*	TOTAL
1979-80	72	14	1	1	12	100%
1980-81	73	14	1	2	10	100%
1981-82	73	14	2	3	8	100%
1982-83	72	14	2	4	8	100%
1983-84	72	15	2	3	8	100%
1984-85	74	15	2	2	7	100%
1985-86	74	15	2	3	6	100%
1986-87	74	15	2	3	6	100%
1987-88	77	13	2	3	5	100%
1988-89	78	13	1	4	4	100%
1989-90	79	14	2	2	3	100%
1990-91	79	15	2	1	3	100%
1991-92	78	14	4	2	2	100%
1992-93	80	13	5	1	1	100%
1993-94	82	13	4	**	1	100%
1994-95	82	12	3	2	1	100%
1995-96	81	13	3	2	1	100%

*Other includes Debt Services and Year End Transfers, ** Less than 0.5%*
SOURCE: Audit Statements for 1979-80 to 1994-95 and the Budget, Mid-Year Review for 1995-96, January 1996

STUDENT FINANCIAL AID

Following a significant decrease in 1993-94, the TOTAL student financial aid dollars from both state and federal sources remained relatively stable over this reporting period.

The amount awarded by RIHEAA increased by 18 percent in 1994-95 and by nine percent in 1995-96. However, this was still well below award levels in the years prior to 1993-94. Decreases in remission of tuition (primarily unemployment waivers) in part offset RIHEAA changes in the totals. Pell grants rose three percent in 1994-95 making up some of the percent decrease in dollars awarded from the prior year (1992-93 total was $5.6 million). Also, the Community College continued to maintain or increase its support of needy students through Community College Grants.

Stafford loans, formerly called guaranteed student loans, increased more than 100 percent from 1993-94 to 1995-96. More students seeking financial aid have turned to the Stafford loan program to help finance their education.

TABLE 18 STUDENT FINANCIAL AID

	1993-94		1994-95		1995-96	
	Amount ($1,000)	Number	Amount ($1,000)	Number	Amount ($1,000)	Number
STATE PROGRAMS						
RIHEAA	$680	2,113	$805	2,128	$884	1,854
Community College Grants	458	356	460	537	480	400
Remission of Tuition*	1,267	2,781	970	1,942	1,023	1,837
Student Help[H]	297	227	228	164	351	237
RI Work Opportunity	0	0	133	74	40	82
State Targeted Employment Prog. (STEP)	127	103	192	164	41	77
Total State Program	$2,829	5,580	$2,788	5,009	$2,819	4,487
FEDERAL PROGRAMS						
Basic Opportunity Grant (Pell)	$4,615	3,617	$4,754	3,730	$4,518	3,555
Supplemental Ed. Op. Grant	352	827	332	746	335	1,177
College Work Study	262	270	210	179	281	299
Nursing (SDS)	0	0	35	52	0	0
Total Federal Program	$5,229	4,714	$5,331	4,707	$5,134	5,031
OTHER (LOANS)						
Stafford Loans (Formerly GSL)	$221	166	$408	303	$448	413
SLS Loans	41	1	0	0	0	0
PLUS Loans	50	0	0	0	0	0
Other (Unsub)	187	118	337	223	419	329
TOTAL STUDENT FINANCIAL AID	$8,557	10,579	$8,864	10,242	$8,820	10,260

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SOURCE: Financial Aid Office & Business Office (1995-96 estimates)
NOTES: Number of Recipients reflects a duplicate count of students
RIHEAA - Rhode Island Higher Education Assistance Authority
[H]STUDENT HELP includes CCRI's share of College Work Study
**Includes unemployment waivers*

COMMUNITY COLLEGE OF RHODE ISLAND FOUNDATION

The Community College of Rhode Island Foundation was established in 1979 by an Act of the General Assembly to promote and generate community support for the College.

The Foundation, in collaboration with the College, plans and hosts special events and fund-raisers to uphold the traditions of the Community College to generate funds for designated needs. Such events have included the 30th Anniversary Celebration, Golf Tournaments, Cycling Tours of RI, the Annual Holiday Gathering at the President's Home, the Biennial Hall of Fame Celebration and Colloquiums.

The Foundation primarily raises funds from the private sector to provide student scholarships, but also supports college activities which are not, or can not be, funded by state appropiations such as faculty/staff recognition, professional development and honoraria to speakers for Commencement, Convocations and other special programs. All Foundation investments are managed by Fidelity Charitable Advisory Services to maximize interest earnings on its accounts.

Trustees of the CCRI Foundation lend their time, energy and expertise to publicly advocate for the Community College of Rhode Island as an accessible and affordable institution of higher education for all Rhode Islanders and as a key player in the training and retraining of the state's workforce.

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